

# School plan 2018-2020

## Denman Public School 1749



# School background 2018–2020

## School vision statement

Denman Public School community is committed to our Statement of Purpose, ***Learning and Growing together in a Caring Environment***. The school community promotes the following values:

### QUALITY

### RESPECT

### RESPONSIBILITY

To sustain a culture where student learning, well being and achievement are realised by all staff:

- Engage in systems thinking.
- Accept accountability for student learning and achievement and engage in continuous improvement.
- Reflect on and adapt the school's evidence based direction in response to student learning needs.
- Contribute to a safe, accepting and inclusive learning environment.

Denman Public School students are informed, creative, independent and skilled learners who **persevere** and collaborate in meaningful and engaged learning. Denman Public School is an innovative and dynamic school which values personalised learning and provides a flexible curriculum delivery to meet the needs of all students.

## School context

Denman Public school is a dynamic and inclusive Kindergarten to Year 6 primary school located in the Hunter Valley. The school has a proud history of educating generations of children from the community of Denman and is an active member of the Muswellbrook Schools Learning Community. In 2018 student enrolment is 160 students with 18% identifying as Aboriginal.

Denman Public School enjoys strong positive relationships with the P & C and AECG which are based on trust and mutual respect. Both organisations work alongside the school to inspire students to achieve in a rapidly changing world and to ensure student learning is engaging, relevant and valued. There is a shared commitment to supporting the well being of all students through the provision of a positive and nurturing school culture and high quality educational opportunities for each child.

Denman Public School students compete with great success academically and are encouraged to be independent learners. They enjoy a wide variety of learning opportunities and extra curricula activities including chess, music, dance and sport. High expectations of student behaviour and the encouragement of responsible citizenship at school and in the wider community are promoted consistently by all members of staff. Teaching staff members are highly professional and deliver a strong evidence based academic program incorporating rich and engaging learning tasks.

## School planning process

Denman Public School has undertaken extensive consultation with the school community to develop this plan. Underpinning the 2018 – 2020 School Plan, is continuous improvement and innovation with the management and implementation the responsibility of all members of the school community. Improvement measures will inform monitoring and feedback for continuous improvement and future planning in relation to enhance student learning, achievement and well being.

The three strategic directions were determined by analysing:

- SMART data
- Best Start Assessment data
- Student Attendance data
- Budgets
- Staff satisfaction survey
- Parent satisfaction survey
- 2015–2017 Denman Public School plan

Discussions were held with:

- P & C
- Denman Public School Staff
- School Council members

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 LEARNING

**Purpose:**

**Student well being is central to student success – every student at our school will be actively engaged in meaningful, challenging learning experiences to enable achievement as learners, leaders and responsible productive citizens.**



## STRATEGIC DIRECTION 2 LEADING

**Purpose:**

**Research indicates that high quality teachers make the greatest difference to student learning (Hattie, 2003), as such staff will be supported to build skills and capabilities as learners, teachers and leaders, in order to develop capacity as the leader of learning in each classroom.**



## STRATEGIC DIRECTION 3 LINKING

**Purpose:**

**Strong community partnerships create a school culture that is creative and innovative to promote enhanced learning opportunities**

# Strategic Direction 1: LEARNING

## Purpose

**Student well being is central to student success – every student at our school will be actively engaged in meaningful, challenging learning experiences to enable achievement as learners, leaders and responsible productive citizens.**

## Improvement Measures

- All students have learning goals and can speak confidently about the purpose of lessons and criteria for success
- Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy (NSW DoE Strategic Plan 2018–2020)

## People

### Students

- Make informed judgments about their progress against relevant learning outcomes
- Set explicit goals for improvement and identify the required strategies to achieve them

### Staff

- Engage in Professional Learning to develop capacity for understanding and analysing data
- Embrace change and display commitment to school initiatives including Language, Learning and Literacy (L3) and whole school literacy programs

### Leaders

- Analyse internal and external data to monitor, track and report on students, stage and whole school performance
- Lead and deliver feedback to staff on whole school performance and identify target areas and students in Literacy and Numeracy
- Support staff by directing resources to meet the specific and identified needs of the school community

### Parents/Carers

- Practices will be embedded to ensure parental engagement and understanding of their child's learning progression
- Parents will be supported in understanding how to assist their child

## Processes

### Literacy/Numeracy

- Refinement of programming practices in Literacy and Numeracy with increased focus on value adding for all students
- All staff will participate in ongoing evidence based professional learning. That means that in 2018 it will be infants doing L3 will be business as usual so should only be milestone in 2018.
- Professional learning in Literacy and Numeracy to develop teacher capacity to ensure every student achieves expected growth

### Student Wellbeing

- Development, implementation and monitoring of an effective Learning Support Team mode of operation

### Evaluation Plan

- School improvement will use the milestone planning tool to review progress every five weeks and evaluate achievement annually
- NAPLAN data will be analysed each year to track improvements in literacy and numeracy with refinement to targeted programs as required
- Learning and Support Team data evaluated each year to determine effectiveness of support
- Student surveys reveal high levels of wellbeing of all students

## Practices and Products

### Practices

- All teachers are engaged in Professional Learning that is grounded in evidence based best practice and research, focusing on continuous improvement of teaching and learning in Literacy and Numeracy
- The Instructional Leader contributes to organisational management in planning appropriate support and resources to support students below grade expectations in literacy and numeracy

### Products

- An effective Learning and Support team provides cohesive and systematic support for teachers and meet the needs of all students
- Systems support the early identification of students with additional learning needs with referral to the Learning and Support Team as required
- Positive respectful relationships across the school community underpin productive learning environments, and support students' development of strong identities as learners

# Strategic Direction 1: LEARNING

## People

in their learning

## Processes

- Class walk throughs will reveal evidence of student learning goals and success criteria

# Strategic Direction 2: LEADING

## Purpose

Research indicates that high quality teachers make the greatest difference to student learning (Hattie, 2003), as such staff will be supported to build skills and capabilities as learners, teachers and leaders, in order to develop capacity as the leader of learning in each classroom.

## Improvement Measures

- All teaching and learning programs demonstrate differentiated curriculum delivery, data analysis for planning and collaboratively developed evidence based learning tasks incorporating learning goals and success criteria
- Increased proportion of regional and remote students in the top two NAPLAN bands for reading and numeracy (NSW DoE Strategic Plan 2018–2020)

## People

### Students

- Access a curriculum delivered with high expectations for all students with equitable educational opportunities
- Learn in a supportive environment utilising a range of technologies to enhance productive learning

### Staff

- Maximise learning opportunities to ensure students achieve at least a years worth of learning from every year of teaching
- Maintain high expectations to raise standards of achievement and reduce the gap between the highest and lowest achievers

### Leaders

- Review and monitor systems to improve the way our practice is delivered and increase accountability across the school
- Utilise curriculum planning, management and performance measures to ensure learning is cohesive and targeted with students as a central focus and learning outcomes a priority

### Parents/Carers

- Develop an increased understanding of curriculum requirements, assessment and expectations
- Engage in reporting processes including interviews, phone conversations and formal school reports

## Processes

### Professional Learning

- Teaching staff will engage in and discuss collaborative practice within and across stage teams for pre and post assessment, planning, effective classroom practice, CTJ, learning goals and success criteria
- Professional development for all staff will develop confidence to integrate technology into lesson delivery and a deeper understanding of STEM and its value across the curriculum

### Data Analysis

- Professional learning to build staff skills in the effective use of data to improve student outcomes
- Systems will be developed that foster the use of qualitative and quantitative data and ensure triangulation to identify strengths and gaps in student achievement and value add in all areas of the curriculum

### Evaluation Plan

- Effective curriculum implementation and delivery will be reflected in improved learning and engagement where evidence supports data as reflected in student surveys and achievement of learning outcomes
- Clear links between professional learning, the school plan and individual professional development plans to develop targeted skills and capabilities will be identifiable
- Executive PDP's will reflect achievement of leading Professional

## Practices and Products

### Practices

- Teachers work collaboratively and regularly reflect on and evaluate the quality of their classroom practice in a variety of ways using professional dialogue and evidence based approaches
- Teachers challenge traditional teaching methods and seek new ways through evidence based research to ensure value adding is a key feature of all learning experiences

### Products

- High quality teaching and professional practice are evident in every learning environment, providing all students with opportunities to connect, succeed and thrive
- Teaching and learning programs demonstrate differentiated curriculum delivery, data analysis for planning and collaboratively developed evidence based learning tasks incorporating learning goals and success criteria

# Strategic Direction 2: LEADING

## Processes

Learning activities to develop staff capacity as leader of learning in classrooms

# Strategic Direction 3: LINKING

## Purpose

**Strong community partnerships create a school culture that is creative and innovative to promote enhanced learning opportunities**

## Improvement Measures

- Increased collaboration and communication between community partners and school as evidenced through increased number of purposeful learning opportunities for students and staff
- Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school (NSW DoE Strategic Plan 2018 – 2020)

## People

### Students

- Demonstrate a positive and productive attitude towards learning
- Contribute positively to school culture and their own learning
- Display five keys to success in all aspects of school
- Take responsibility for their learning as a member of the DPS community

### Staff

- Collaboratively and inclusively support the emotional, social and cognitive needs of all members of DPS through consistent implementation of school values and high expectations
- Monitor and manage their own well being in a proactive manner and promote the importance of staff well being through looking after self and colleagues
- Value the role of the community and positively contribute to developing links with community groups and external agencies

### Leaders

- Structure targetted opportunities and new learning to develop capacity of staff to engage with community
- Develop explicit engagement strategies to improve communication of student learning to the community
- Develop the systems to proactively monitor and manage well being of staff
- Engage with members of Community of Schools to promote well being

## Processes

### Wellbeing

- Support the implementation of the two year Visible Wellbeing project with Muswellbrook Community of schools through targeted Professional Learning
- Build a positive and supportive school culture through discussion and explicit teaching of the collaboratively developed whole school values framework

### Community Links

- Evaluate current relationships with community groups and identify opportunities for purposeful learning with these groups for staff and students that is aligned with the school curriculum
- Develop a plan to systematically incorporate learning opportunities linked to the community into classroom practice

## Evaluation Plan

- Executive team will use milestone planning to review progress every five weeks, adjust "where to next" if required
- Surveys will reflect high levels of staff and student engagement in community based learning activities
- Focus groups will target community engagement levels of all members of school community
- Activity data will record the number of purposeful learning opportunities occurring annually for staff and students

## Practices and Products

### Practices

- Teachers are constantly challenging their own thinking and that of their students in all aspects of school
- Community partners provide purposeful learning opportunities for students and staff
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### Products

- The school culture fosters teachers as leaders of innovation and change
- The school is connected to it's community and seen and valued as it's learning hub



# Strategic Direction 3: LINKING

<b>People</b> <ul style="list-style-type: none"><li>• Foster a school wide culture of high expectations and a shared responsibility for student engagement, learning development and well being</li></ul>
<b>Parents/Carers</b> <ul style="list-style-type: none"><li>• Collaborate with school and community and value their role in promoting the health and wellbeing of each student</li><li>• Model and provide opportunities for students to practice social and emotional skills including resilience, persistence, responsibility, cooperation and organisation</li></ul>
<b>Community Partners</b> <ul style="list-style-type: none"><li>• Support school staff and contribute positively to the effectiveness and capacity of curriculum delivery</li><li>• Value and make a commitment to collaborative decision making and promotion of community/school partnership</li></ul>